

# The Personal Curriculum -- A Tool to Modify Michigan Merit Curriculum Requirements



## Personal Curriculum: Nuts and Bolts

The personal curriculum is an option initiated by the parent/legal guardian or an emancipated student that modifies certain requirements of the Michigan Merit Curriculum and allows a district to award a regular high school diploma to students who successfully completed their personal curriculum.

The first step in the process is for the district school board to decide if they want to provide this option for students to meet the MMC. Use of the PC is a local or PSA board option, not a requirement and the personal curriculum guidance developed by the MDE is non-regulatory guidance. The legislative language is clear:

1. The parent/guardian/emancipate student **may** request and
2. The local board or PSA **may** award a high school diploma upon successful completion.

### Personal Curriculum Modifications:

- Algebra II to be taken over two years earn two credits, earn  $\frac{1}{2}$  credit of Algebra II in CTE or stop with a  $\frac{1}{2}$  credit of Algebra II.
- One credit of social studies, physical education, health, and visual performing and applied arts credits to take more math, science, ELA or world languages.
- For a Student With a Disability, a district or PSA may consider modification to any Michigan Merit Curriculum content expectation made necessary by the student's disability. The PC must maintain those expectations necessary for the student to achieve his or her education and career goals outlined in the Educational Development Plan. Modifications must be consistent with the student's learning ability. A PC may be requested at anytime and can take effect as early as the beginning of high school.
- Except for students with a disability, the legislation does not allow for modifications in the following areas: Science, Civics, English Language Arts, World Languages, On-Line experience.

A PC can be requested anytime, however a modification to math or social studies can not go into effect except for a Student With a Disability until after the student has earned two credits in math or social studies. Other allowable modifications can start as early as the beginning of high school for a Student With a Disability.

Modifications for transfer students can go into effect immediately upon enrolling in school if they have acquired the equivalent of two years of high school credit.

A PC modifies the high school content expectations but does not change the required number of 16/18 credits.

## Michigan Merit Personal Curriculum Rules and Responsibilities

Local Board of Education	School District	Parent	Student	PC Team	Counselor	Teacher	School
<ul style="list-style-type: none"> <li>• Determine if students can use a PC to modify the MMC.</li> <li>• Determine the content expectations that define courses for credit</li> <li>• Determine proficiency levels for content mastery for credit</li> <li>• Determine assessments to measure proficiency levels</li> </ul>	<ol style="list-style-type: none"> <li>1. Establish a PC team that consists minimally of: <ul style="list-style-type: none"> <li>• The parent</li> <li>• The student</li> <li>• Counselor/designee</li> </ul> </li> <li>2. Develop a PC agreement with the superintendent, parent, and student that includes: <ul style="list-style-type: none"> <li>• School psychologist should be included for Students With a Disability</li> <li>• Alignment with the students EDP and if a Student with Disability their IEP</li> <li>• Measurable goals</li> <li>• A method of evaluation</li> <li>• Quarterly communication with the parent (parent's responsibility)</li> <li>• As many of the high school content expectations as is practicable for the student</li> <li>• Decide what modifications will be allowed and under what conditions, i.e. PE and Health</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Request and agree to the PC and participate in quarterly communications/ progress with teachers</li> <li>• Create an environment at home that is conducive to supporting learning, study skills, and completion of assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Must agree to and complete the PC and demonstrate proficiency of the HSCE included in the agreement by demonstrated effort and participation in the learning process</li> <li>• Participate in quarterly communications/ progress on the PC</li> </ul>	<ul style="list-style-type: none"> <li>• Develop forms and procedures for the PC process</li> <li>• Develop the PC plan/agreement that is aligned with the students EDP/IEP if a student with a disability</li> <li>• Review the student's courses, transcripts, and attendance and discipline records</li> <li>• Review academic records and test results and other existing student planning tools.</li> <li>• Determine what is practicable for the students based on an analysis of all the data available on the student's performance</li> <li>• Establish goals and performance measures</li> </ul>	<ul style="list-style-type: none"> <li>• Provide counseling services to students</li> <li>• Collaborate with staff to plan educational interventions, curriculum, behavioral management plans, and teaching strategies</li> <li>• Consult and collaborate with students, families, school personnel and other agencies regarding behavior and education concerns</li> <li>• Provide guidance to students on career, occupational and educational information to facilitate post secondary goal attainment</li> <li>• Assess students</li> <li>• Design, implement and evaluate guidance and counseling programs focusing on career, academic, personal, social, emotional and developmental needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom curriculum design and planning activities to help students master content to achieve proficiency</li> <li>• Instructional strategies that guide student learning to facilitate mastery of content</li> <li>• Relevant content that can be applied to real world applications</li> <li>• Classroom management to ensure an environment that is conducive to high levels of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum</li> <li>• Challenging goals and effective feedback</li> <li>• Parent and community involvement</li> <li>• Safe and orderly environment</li> <li>• Collegiality and professionalism</li> </ul>